Evaluation of a process for reflection on feedback to support student learning

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Literature

Feedback

- Provides information to enable learning

Problem

- Feedback is not enough (Maclellan, 2001)
- Without engagement – limited effect (Rust, 2002)
- 'Bunching' of assessment tasks (Price & O'Donovan, 2008)

Literature

Effective Feedback (Shute, 2008)
- Motive to engage
- Time
- Means to use it

Reflection
- Understand new material in relation to what you know (Moon, 2005)

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1 Clarify good performance
Help to clarify, from the early stages of a programme, what good performance means (goals, criteria, standards);

S Encourage time and effort on task
Encourage 'time and effort' on challenging learning tasks, which recognise the importance of learning from the tasks, not just demonstrating learning through tasks;

3 Deliver timely high quality feedback
Deliver timely learner-related feedback information that helps students to self-correct and communicates clear, high, expectations and professionalism;

4 Provide opportunities to act on feedback
Provide opportunities for students to act on feedback and close any gap between current and desired performance through complementary and integrated curriculum design and pedagogic practice;

5 Encourage positive motivational beliefs
Ensure that all assessment has a beneficial, constructive, impact on student learning, encouraging positive motivational beliefs, confidence and self-esteem;

6 Develop self-assessment and reflection
Facilitate the development of self- and peer-assessment skills and reflection on learning, to enable students to progressively take more responsibility for their own learning, and to inspire a lifelong capacity to learn;

7 Encourage interaction and dialogue
Encourage interaction and dialogue around learning and professional practice (student-student, lecturer-student and lecturer-lecturer) including supporting the development of student learning groups and peer learning communities.

Case Context cont.

- Technology Facilitated Learning Development Programme

- BSc (Hons) Management and Leadership Development

Project Objectives

- To obtain engagement with feedback by encouraging positive motivational beliefs and emphasising associated benefits

- To create a process through which students will devote time and effort on self-reflection to act on feedback in their future assessment

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Desired Benefits

Learners	Lecturers
• Continuous improvement in their assessment	• Observe student progress
• Increased motivation and confidence	• Reduce the repetition of feedback already provided
• Achievement towards their potential	• Move away from feedback that justifies the awarded mark towards feedback for future improvement
• Enhanced employability	• Identify issues and potential course developments

The Intervention

- Map assessment across the semester

Module 1
Written Assignment
2/11/12

Module 2
Written Assignment
30/11/12

Module 3
Written Assignment
21/12/12

Module 2

Presentation

12/11/12

Module 3

Group Debate
5/12/12

The Intervention

- 'Assessed Reflection' process

| **Module 1** Written Assignment 2/11/12 | **Module 2** Written Assignment 30/11/12 | **Module 3** Written Assignment 21/12/12 |

| **Module 2** Presentation 12/11/12 | **Module 3** Group Debate 5/12/12 |

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The Intervention

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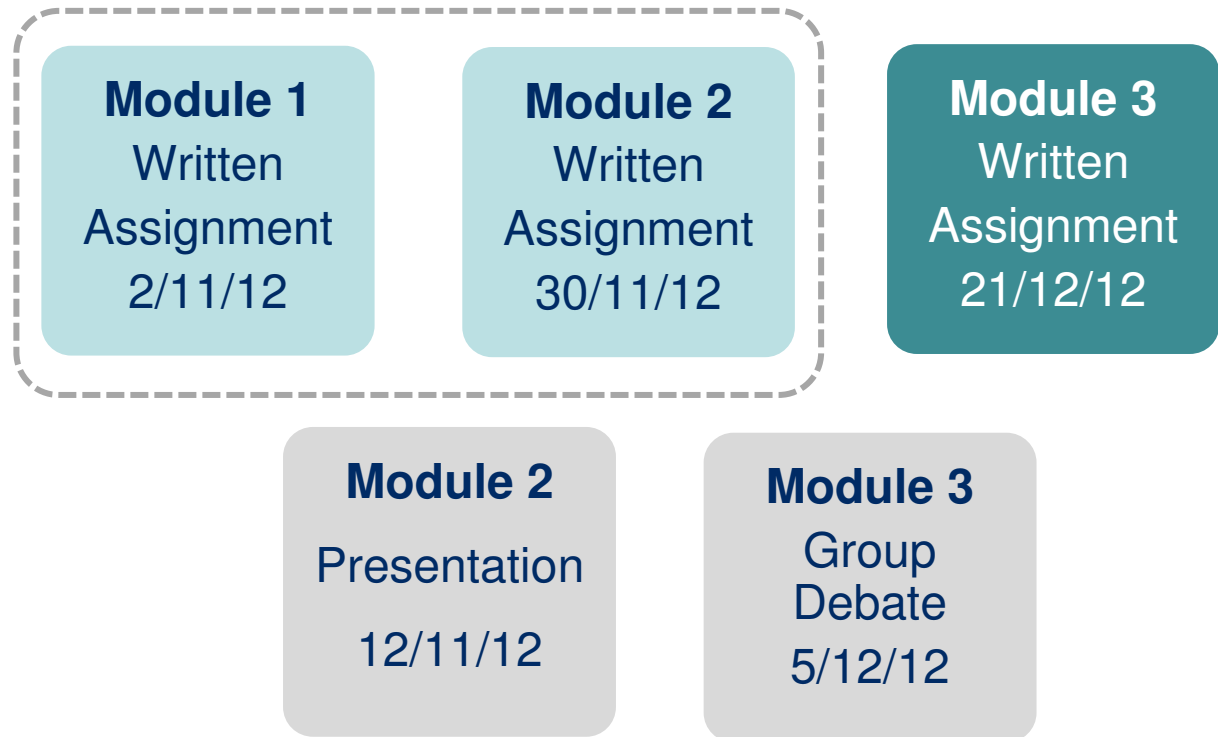| Module 1 Written Assignment 2/11/12	Module 2 Written Assignment 30/11/12	Module 3 Written Assignment 21/12/12

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The Intervention

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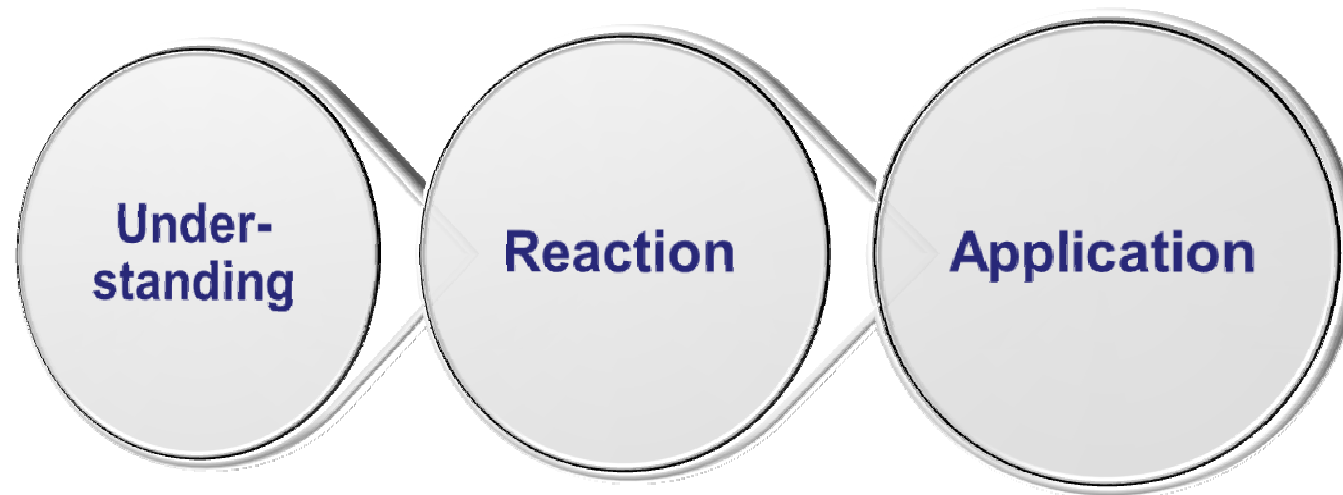Written Assignment
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Assessed Reflection

- Weighted at 20% per assignment
- 3 questions

Under-standing → **Reaction** → **Application**

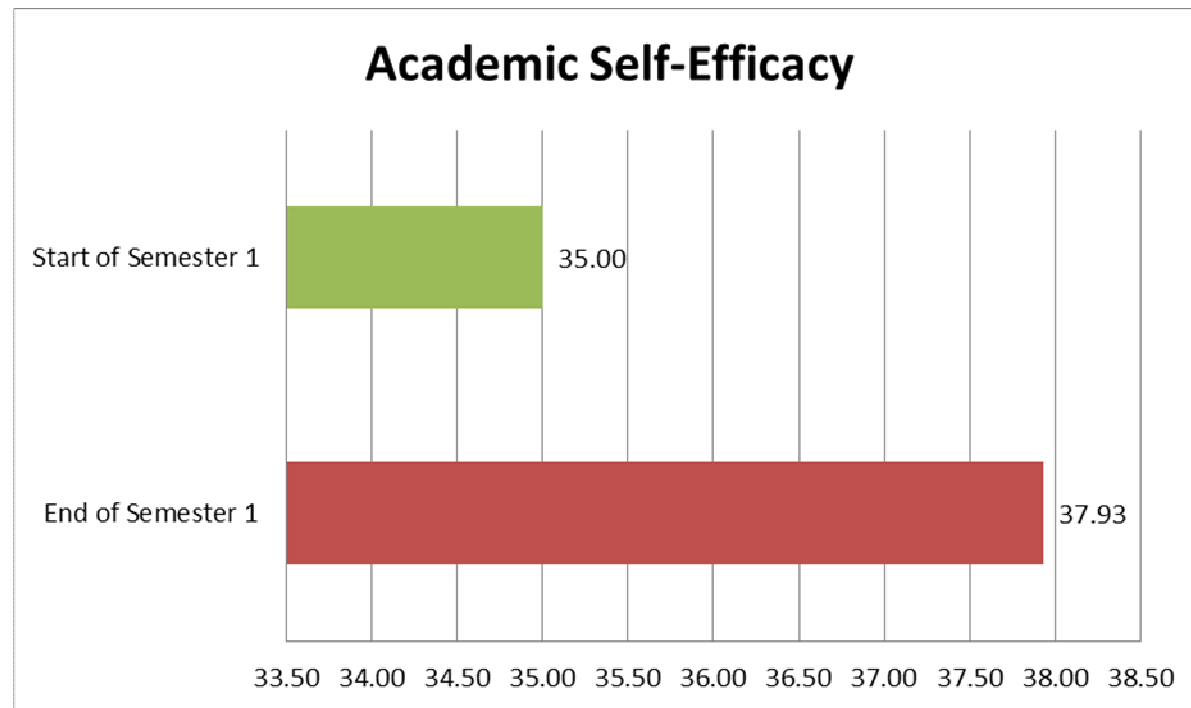- e-Portfolio on BB Learn

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Action Research - Methodology

Quantitative Evaluation

- Questionnaire on Academic Self-Efficacy and Motivation to Learn

- Time 1 – Start of Semester 1
- Time 2 – End of Semester 1

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Quantitative Findings

Academic Self-Efficacy

Start of Semester 1 — 35.00

End of Semester 1 — 37.93

$t(14) = 2.23, p < 0.05$

Action Research - Methodology

Qualitative Evaluation

▪Students' were asked to produce a:

> *"critical self-reflection based on your experiences and development over the full semester"*

▪Expectant and emergent themes (Eisenthardt, 1989)

Qualitative Findings

- Motivation to reflect (engage with the feedback) (7/19)

"I am recognising how useful and helpful it is to go back over things I have completed before as it gives me a good opportunity to look at things differently"

"Reflection is an exercise extremely useful and is an exercise I will continue to use for the rest of my life"

"I need to take the time to put more effort into my reflection after I get my feedback to get the most of it, and constructively respond to the feedback given".

Qualitative Findings

- Motivating effect of feedback (8/19)

> ""The experience of getting a better mark and better feedback was important in showing me that I could perform well at university level"

> "This research obviously paid off as I scored 63% a vast improvement on my previous essay. I was happy that my work on the first essays feedback had been successful and I was now beginning to develop a more positive attitude towards my learning because I had evidence of progress, this gave me a huge confidence boost and I was feeling very motivated for my next module"

> "I aim to keep this standard up for semester 2 as I am on target for a 2.1 and reflecting on my performance now on these three assignments I would like to keep improving on my referencing, the linkage and the flow of my writing and widen my reading."

Qualitative Findings

Evidence of Improvement (8/19)
- Editing /conciseness
- Discussion rather than description
- Answering the question set
- Reading and referencing

Enhanced Employability (4/19)
- Self Awareness
- Communication and presentation Skills

Self Efficacy (9/19)
- Certainty over the expected standard
- Independent learning
- Confidence

Impact:

"The most important thing I have got out of my first semester is learning how to use feedback"

Conclusions

- The reflection process motivated students to engage with feedback
- The reflection process was positively received by students
- The reflection process allowed students to identify areas they could improve

Moving Forward

Semester 2

- Data collection at the end of semester
- Benchmarking with another student cohort

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